



## W A Perry Middle

2600 Barhamville Rd.  
Columbia, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	308 Students	
<b>Principal</b>	Demetria N. Clemons	803-256-6347
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	At-Risk
2004	At-Risk	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

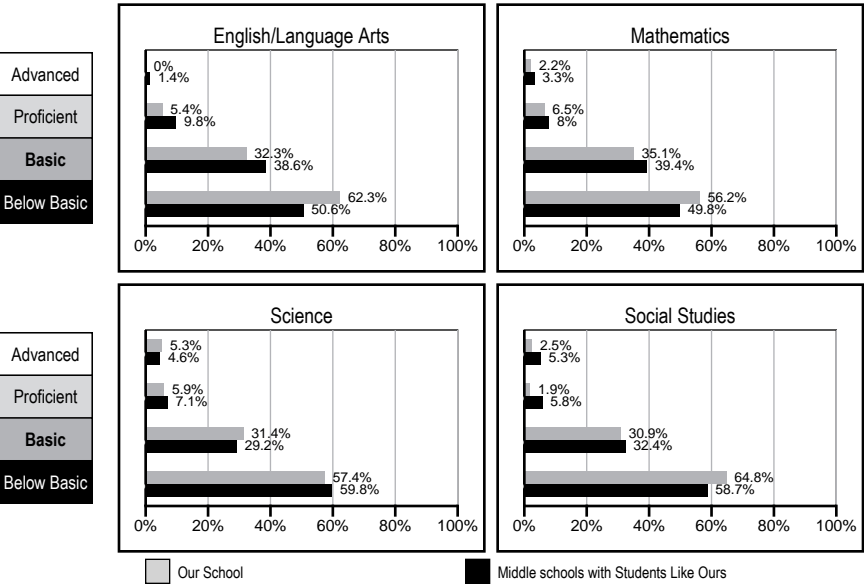
98.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	36

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	78.9	83.3
English 1	0	82.7
Physical Science	0	39.5
All Subjects	75.0	80.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=308)				
Students enrolled in high school credit courses (grades 7 & 8)	43.5%	Up from 38.5%	11.5%	19.4%
Retention rate	2.9%	Down from 3.8%	3.4%	1.8%
Attendance rate	93.9%	Up from 92.9%	95.0%	95.8%
Eligible for gifted and talented	5.9%	Down from 7.4%	3.8%	15.3%
With disabilities other than speech	17.9%	Up from 16.9%	13.5%	12.9%
Older than usual for grade	8.1%	Up from 5.0%	6.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.7%	0.8%	0.7%
Annual dropout rate	1.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	Up from 40.0%	55.4%	55.0%
Continuing contract teachers	45.7%	Down from 47.5%	55.1%	70.6%
Teachers with emergency or provisional certificates	25.9%	Down from 32.3%	19.4%	5.4%
Teachers returning from previous year	73.2%	Up from 71.9%	75.3%	83.4%
Teacher attendance rate	94.9%	Up from 94.3%	94.7%	94.9%
Average teacher salary	\$43,798	Up 8.3%	\$43,252	\$44,706
Professional development days/teacher	16.8 days	Up from 12.4 days	13.0 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	13.6 to 1	Down from 15.1 to 1	15.3 to 1	20.1 to 1
Prime instructional time	87.5%	Up from 86.3%	88.8%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.8%	Up from 81.2%	98.0%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$11,653	Down 14.9%	\$9,368	\$7,097
Percent of expenditures for instruction*	61.4%	Up from 60.6%	62.5%	64.4%
Percent of expenditures for teacher salaries*	55.4%	Up from 53.7%	55.1%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

W. A. Perry Middle School made significant accomplishments during the 2007-08 academic year.

In the area of academics, one student was named a Duke University Talent Identification (TIP) Scholar. One student was identified as a South Carolina Junior Scholar and eight students were named as Richland One Middle School Scholars. In the area of arts, several students were district winners in the Visual Literacy Festival photography, editorial cartoons, computers, and book production contests. One student was featured on a national Web page for his oratorical presentation of excerpts from the "I Have a Dream" speech of Dr. Martin Luther King Jr.

The philosophy of W. A. Perry Middle School is based on the foundation the school must provide an environment for intellectual, social, and physical development of the middle school child. W. A. Perry Middle School was the recipient of a public choice innovation grant to incorporate a school-within-a-school model focusing on aerospace education starting in 2008-09 academic year.

Our vision is to become a shining example of excellence through high quality academic instruction, staff and community involvement with parental support to achieve student success. Collaboration with health and human service agencies, our faith-based partner, and our community task force has enhanced our instructional program. Those efforts include USC's TRIO Program, Palmetto Health, Trinity Episcopal, and W. A. Perry Community Taskforce.

Test results on PACT indicated significant gains on 7th and 8th grade social studies and 6th grade science. Results on the district benchmarks have shown gains in ELA and mathematics across all grade levels. During the 2007-08 year, our school developed a focused school renewal plan that centered on accelerating student achievement in reading and mathematics. Strategies developed were based upon the needs assessments of our students, performance on formative, interim and summative assessments.

Our progress towards a larger percentage of students scoring proficient on PACT and district benchmarks hinges on students performance and professional development. Strategies utilized this year to assist teachers included five hours a week of professional development. Areas covered in professional development included data analysis, unwrapping the standards, high-yield strategies, and developing authentic assessments. Technical assistance was provided that included district instructional facilitators in the areas of mathematics, social studies, science, and special needs.

Parent participation in school conferences and activities increased this year but continues to require significant encouragement from school faculty and staff. We plan to continue our community initiatives and intensify our parental involvement strategies.

Demetria Clemons, Principal Specialist      LaTonya Warner, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	92	77
Percent satisfied with learning environment	75.0%	63.7%	71.2%
Percent satisfied with social and physical environment	68.8%	76.4%	65.8%
Percent satisfied with school-home relations	43.8%	84.3%	68.9%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate	93.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	300	99.3	62	32.5	5.5	0	11.4	41.2	48.2	No	Yes
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<b>Gender</b>											
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Male	158	99.4	72.8	22.8	4.4	0	6.6	35	41.7	N/A	N/A
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Female	142	99.3	49.6	43.7	6.7	0	16.8	47.5	55	N/A	N/A
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<b>Racial/Ethnic Group</b>											
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White	1	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
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African American	297	99.3	62.2	32.3	5.5	0	11.4	33.3	31.7	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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<b>Disability Status</b>											
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Disabled	59	98.3	94.1	5.9	0	0	2	14.1	16	No	Yes
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<b>Migrant Status</b>											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
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<b>English Proficiency</b>											
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Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
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<b>Socio-Economic Status</b>											
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Subsided meals	267	99.3	63.2	32.5	4.4	0	9.6	31.2	34	No	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	300	99.7	56.3	35.5	6.6	1.6	14.5	34.9	45.8	No	Yes
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<b>Gender</b>											
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Male	158	100	62.8	30.7	5.8	0.7	12.4	33.8	45.6	N/A	N/A
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Female	142	99.3	48.7	41.2	7.6	2.5	16.8	35.9	45.9	N/A	N/A
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<b>Racial/Ethnic Group</b>											
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White	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
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African American	297	99.7	56.5	35.3	6.7	1.6	14.5	25.8	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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<b>Disability Status</b>											
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Disabled	59	100	80.8	17.3	0	1.9	1.9	12.2	17.1	No	Yes
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<b>Migrant Status</b>											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
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<b>English Proficiency</b>											
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Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
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<b>Socio-Economic Status</b>											
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Subsided meals	267	99.6	57.6	34.9	6.1	1.3	13.5	24.6	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	195	98.5	56.6	31.9	6	5.4	11.4	25.3	35.7	93.9	96.1
Gender											
Male	105	98.1	61.5	28.6	4.4	5.5	9.9	26	37.4	93.2	95.8
Female	90	98.9	50.7	36	8	5.3	13.3	24.6	33.8	94.6	96.3
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	80.8	96.3
African American	194	98.5	56.6	31.9	6	5.4	11.4	16.4	17	93.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	93.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	37	97.3	84.4	12.5	3.1	0	3.1	8.9	14	94.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	91.7	96.7
Socio-Economic Status											
Subsided meals	171	99.4	57.1	32	6.1	4.8	10.9	15.1	21.1	94.3	95.8

Social Studies

All Students	188	100	64.8	30.9	1.9	2.5	4.3	27.2	34	93.9	96.1
Gender											
Male	98	100	66.3	30.2	1.2	2.3	3.5	28.1	36.6	93.2	95.8
Female	90	100	63.2	31.6	2.6	2.6	5.3	26.2	31.3	94.6	96.3
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	80.8	96.3
African American	186	100	64.6	31.1	1.9	2.5	4.3	18.2	19.1	93.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	93.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	37	100	71.9	28.1	0	0	0	9.7	14.4	94.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	91.7	96.7
Socio-Economic Status											
Subsided meals	172	100	64.4	30.9	2	2.7	4.7	16.8	21	94.3	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	104	99	48.3	43.8	6.7	1.1	7.9
	7	116	95.7	56.7	36.7	6.7	0	6.7
	8	104	100	71.3	25.3	3.4	0	3.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	114	100	72.4	24.5	3.1	0	3.1
	7	84	100	52.7	37.8	9.5	0	9.5
	8	102	98	57.8	37.3	4.8	0	4.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	104	100	35.6	47.8	14.4	2.2	16.7
	7	116	97.4	61.5	28.6	7.7	2.2	9.9
	8	104	100	78.2	17.2	3.4	1.1	4.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	114	100	52	37.8	8.2	2	10.2
	7	84	100	48.6	43.2	8.1	0	8.1
	8	102	99	67.9	26.2	3.6	2.4	6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	52	98.1	47.8	26.1	8.7	17.4	26.1
	7	116	94.8	63.6	27.3	6.8	2.3	9.1
	8	54	98.2	84.4	8.9	4.4	2.2	6.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	57	98.3	65.3	24.5	4.1	6.1	10.2
	7	84	100	50	35.1	8.1	6.8	14.9
	8	54	96.3	58.1	34.9	4.7	2.3	7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	52	98.1	56.8	38.6	4.5	0	4.5
	7	116	95.7	67.4	29.2	2.2	1.1	3.4
	8	50	96	39	56.1	4.9	0	4.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	57	100	54.2	37.5	6.3	2.1	8.3
	7	84	100	79.7	16.2	0	4.1	4.1
	8	47	100	50	50	0	0	0

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample